



Early Intervention/Early Childhood
PROFESSIONAL DEVELOPMENT COMMUNITY OF PRACTICE



EARLY INTERVENTION
VIDEO LIBRARY

Early Intervention Video Reflection Activity

In an effort to support those who lead, prepare or supervise professionals in early intervention the [Early Intervention-Early Childhood Professional Development Community of Practice](#) (EI-EC PD CoP) and [EI Video Library](#) subgroup created this tool to help implement [evidence-informed professional development practices](#) with videos developed by Larry Edelman, Early Childhood Consultant.

PURPOSE:

Three sets of universal reflective questions that facilitators can use with the newly released videos around carrying out virtual (i.e., telepractice, telehealth, tele-intervention, live video) visits in early intervention:

- To improve practitioners' relationship-based and reflective practices.
- To support and strengthen practitioners' ability to deliver family-centered practices.
- To support practitioners' ability to build families' skills and capacity (i.e., their confidence and competence).
- To help practitioners reflect on how to infuse coaching and everyday learning experiences into their own early intervention virtual visits.
- To provide an opportunity for practitioners to reflect on their relationships with families and service implementation to help improve child and family outcomes.

RESOURCES NEEDED:

1. Reflective Questions: (see pages 3 and 4)
2. Videos:
 - A Home Visit with Sam's Family (and occupational therapist) <https://ectacenter.org/topics/disaster/ti-service.asp#sam>
 - A Home Visits with Zander's Family (and physical therapist) <https://ectacenter.org/topics/disaster/ti-service.asp#zander>
 - A Home Visit with Ares' Family (and speech-language pathologist) <https://ectacenter.org/topics/disaster/ti-service.asp#ares>
 - Supporting Grayson's Family (and early interventionist) <https://ectacenter.org/topics/disaster/ti-service.asp#grayson>
 - A Virtual Home Visit with Liam's Family (and occupational therapist; Spanish w/English subtitles) <https://ectacenter.org/topics/disaster/ti-service.asp#liam>

STEPS FOR FACILITATORS:

1. Preview videos.
2. Select video/s most relevant for their practitioners.
3. Select questions that fit best into the conversation with practitioner/s.
4. Send selected video/s and selected questions to practitioners to review prior to discussion.
5. After practitioners have time to review video/s and questions independently, create an opportunity to reflect and discuss as a group or 1:1.
6. Re-visit this activity with practitioners after they have had some more visits with families to reflect and see what has changed with their practice.

GENERAL TIPS/SUGGESTIONS:

- Numerous questions have been provided to help the facilitator stimulate reflection and discussion among practitioners and to expand individuals' ability to think a little deeper.
- Facilitators are not expected to go through all of the videos and questions.
- Facilitators can identify the most appropriate/relevant video/s and reflective questions that relate to the learning objectives for the professional development activity.
- Facilitators can copy/paste the questions they choose into their own word document when sharing this activity with others.
- This activity can be carried out as a group with practitioners or 1:1 with a practitioner.
- Group facilitation may include the following strategies:
 - Have half the group watch the parent in the video while the other half focuses on the practitioner and then discuss.
 - Have chart paper (or a shared google doc or blank document on the computer) available to document responses.
 - Ensure practitioners have a link or copy of the [DEC Recommended Practices](#) prior to the conversation if using the question regarding DEC Recommended Practices.
 - Break up the group into smaller 2-3 person groups- these smaller groups can watch the video and discuss how they would respond to the questions, then come together to discuss as a whole/big group.
- Facilitators can support practitioners in creating an [action plan](#) for themselves as it relates to practices/strategies they want to improve upon and/or try.
- Facilitators can encourage practitioners to identify an accountability partner to help them work through their action plan.
- Facilitators can establish a plan to follow up and check in on practitioners' progress and/or provide additional guidance/support/activities as they develop and refine their skills.

ADDITIONAL RESOURCES:

The following links include additional videos and resources around early intervention and virtual visits. Revisit these sites periodically as new videos are added as they are developed/identified.

- <https://sites.google.com/a/vcu.edu/early-intervention-video-library/tele-intervention>
- <https://ectacenter.org/topics/disaster/ti-service.asp>

REFLECTIVE QUESTIONS

Facilitators are encouraged to choose questions that are most appropriate/relevant to use pending the learning objectives which they hope to achieve through this professional development activity. See General Tips/Suggestions on Page 2 for more guidance. If you have additional questions or suggestions please email EIECPDCoP@gmail.com.

★ ***Reflect on your current practice. (Tip for facilitator: Ask practitioners to consider how they would answer these questions before watching the video/s and then revisit after to see if they would answer anything differently.)***

- How has your practice changed from in-person to virtual visits?
- How long are your visits?
 - If you find that they need to be shorter/longer, why?
- What do you see as the benefits and challenges of doing visits virtually?
- How do you prepare for your visits?
 - How do you communicate with the family/other team members to prepare for the visit?
 - How might you coach/support the family in selecting the best location for them and the video camera within the context of where they are spending their time during that time of day/routine?
- How do you build and/or maintain relationships virtually?
- Which coaching skills do you find yourself using during virtual visits?
 - Which coaching skills do you use more/less often?
 - Why?
- If applicable, how do you incorporate siblings or other caregivers?
- How do you follow the child's/caregiver's lead to embed intervention?
- What are you doing to help families use embedded intervention strategies between visits?
- How do you assess the effectiveness of the intervention with your families?
- What do you still need to know about?
 - How will you find what you need?
 - What additional resources would be helpful to provide the best intervention?
 - What other videos would be helpful for you to review?
- How do you anticipate transitioning back to in-person visits in homes and other settings?
 - How do you think your practice will be the same/different?

★ **Process what you observed in the video. (Tip for facilitator: Choose at least one video to review.)**

- What does the practitioner do/say to see how the family is doing? For example:
 - How is the family coping in general?
 - How is the family doing with using the intervention strategies?
- What goals or specific skill/s do you think the family and practitioner are working on in the video?
- What routine or activity was occurring at the time of the visit?
 - How did that support or impede the goal/s of the intervention?
- Does the family understand what they are doing during the visit and how it connects to their outcomes?
 - How can you tell?
- What did you hear/see the practitioner do/say to acknowledge what the child/family were doing?
- What kind of feedback would you give the practitioner about what she just did?
- How does the practitioner set the family up for successfully implementing the strategy between visits? How does this support overall generalization?
- If applicable, what do you think it's like for this child to have his/her siblings participate in the intervention?
- What [DEC Recommended Practices](#) did you observe? Provide examples from the video.
- Other thoughts, comments, questions that come to mind after watching this video?

★ **Reflect on how the video relates to your personal practice. (Tip for facilitator: Support practitioners in creating an action plan for themselves at the conclusion of this activity.)**

- Reflect on your own interactions, skills, and communication style.
 - What are some things you saw in this video that you already do?
 - What would you like to try to work towards during your visits with families?
 - Anything you would have done differently? If so, what and why?
- What did you learn from the family perspective in this video?
- What is one new strategy/idea you have to support you in your practice after watching this video?
 - How/when will you try this new strategy?
 - Who will help you/support you as you try new strategies?
- What is a next step for your ongoing learning?
- How might you share/use this video with others (service coordinators, practitioners, families, etc.) to help them understand what a video visit could look like?
- Other reflections on how the video relates/impacts your own personal practice moving forward?